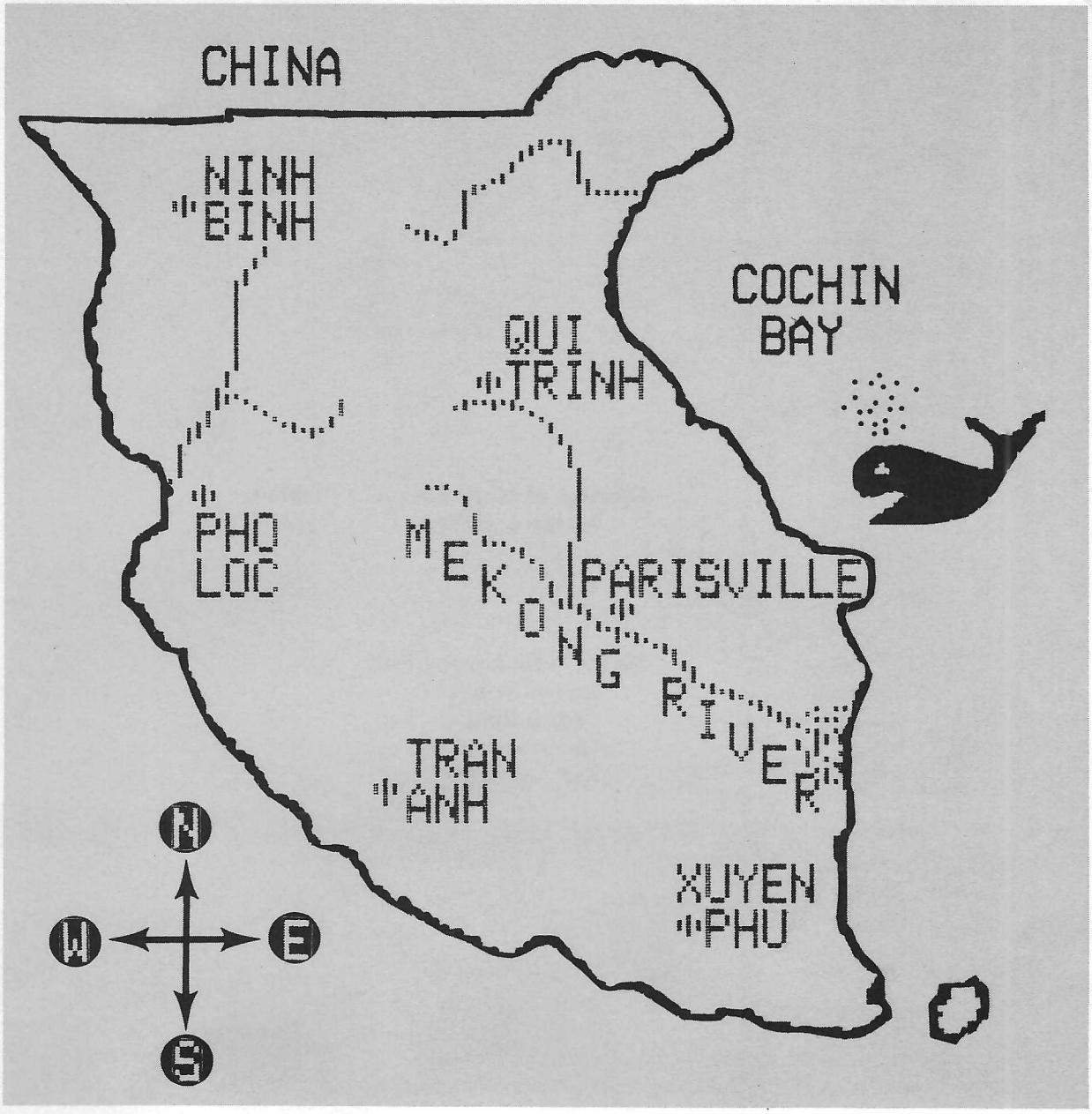
SIM

ANNAM



Suggested
Grade Level
7-12

by
Michael Roessler
DK-ANNAM
Documentation

EDUCATIONAL ACTIVITIES, INC.
FREEPORT, N.Y. 11520

Director of Microcomputer Division:
Martin J. Batey

Senior Programming Staff:
Russell Pottak
Regina Reid
Eileen Ross
Karl Tomecek

© 1983 Activity Records, Inc.

APPLE, ATARI, PET, and TRS-80 are trademarks of Apple Computer, Atari Inc., Commodore, and Radio Shack respectively.

All rights reserved. No part of this documentation and software may be reproduced except as specified in writing by Educational Activities, Inc.

checked June 4/91

TABLE OF CONTENTS

Components 1
Levels 1
Type of Program 1
Prerequisites 1
Course Suitability 1
Overview 1
Approximate Timings 1
Program Description 2-3
Rationale 3
Objectives 3
Classroom Teaching Strategies 4-5
Suggested Topics for Follow-Up Activities 5
Sources of More Information 5

ABOUT THE AUTHOR

Michael Roessler teaches World Geography in Portland, Michigan. He has also taught and written curricula in all phases of Social Studies and Career Education.

Mr. Roessler received his M.A. from Stanford University and his A.B. from the University of Michigan. He has written numerous other teaching materials, including the software programs **AFRICA, REGIONS OF THE UNITED STATES,** and **LINCOLN'S DECISIONS,** which are also available from Educational Activities, Inc.

ANNAM

EDUCATIONAL ACTIVITIES, INC.
FREEPORT, NY 11520

COMPONENTS

1 diskette
1 Program Guide

LEVELS

This program introduces a number of complex political phenomena in a way that is easy to understand and enjoy. ANNAM is intriguing for students in grades 7-12, and for adults as well.

TYPE OF PROGRAM

ANNAM is a simulation program that allows each player to become the emperor of a small developing country. ANNAM is loosely based on the history of Vietnam; but, in a general way, it also depicts events that have occurred in countries such as Laos, Cambodia, Korea, Chile, Iran, Greece, and El Salvador. Only repeated playings will reveal all of its many facets.

PREREQUISITES

Most students should be able to run ANNAM without any special preparation. Be sure to introduce the program in such a way that your students will know that ANNAM is based loosely on the history of the Vietnam War and is not an objective historical account.

For younger students, there are a few vocabulary words that you may want to introduce before they run the program. Specifically, these words may require explanation:

peasants	**military**
dictator	**communist**
popularity	**Buddhist**

It would be a good idea to present these words on the chalkboard and to pronounce them for your students. Then see if they can use these words in sentences.

COURSE SUITABILITY

ANNAM may be used to supplement units taught in World History, Government, World Affairs, Geography, and United States History.

OVERVIEW

ANNAM is a simulation program that allows each player to become the emperor of a small developing country. Since Annam is an unstable country being threatened by a Communist takeover, the emperor is forced to make many critical decisions. The wisdom of these decisions and the vicissitudes of fate determine which of several possible endings occurs.

APPROXIMATE TIMINGS

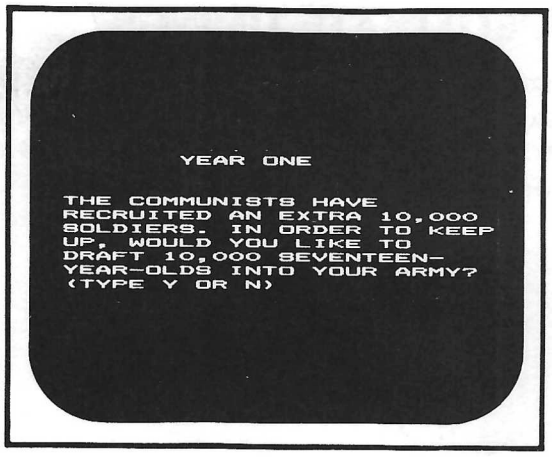
A game of ANNAM lasts anywhere from 5 to 15 minutes. Experience has shown that most people who run ANNAM will play several games at a sitting when possible.

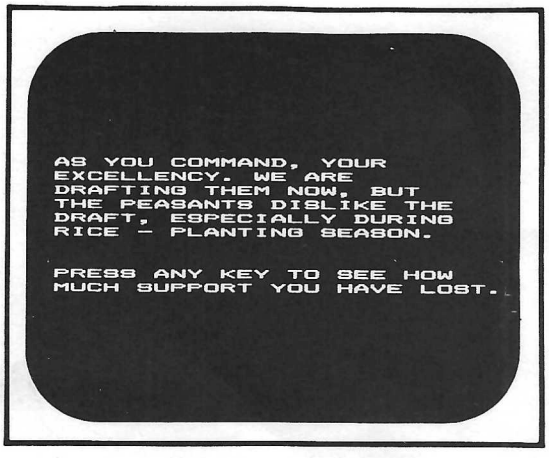
EDUCATIONAL ACTIVITIES, INC.
FREEPORT, NY 11520

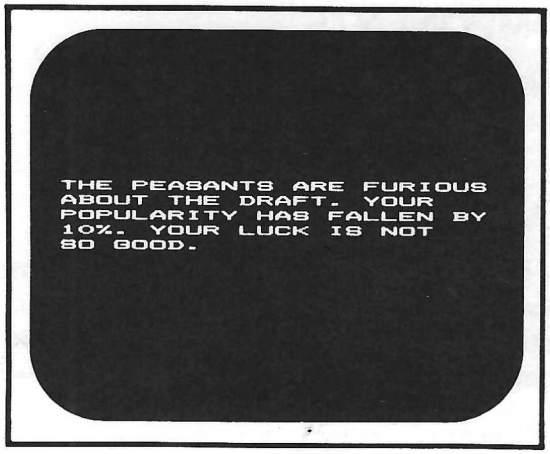
PROGRAM DESCRIPTION

The goal of ANNAM is to remain in power for four years and during that time, to defend the interests of this very vulnerable country. Success is measured by two factors — the emperor's popularity and military status of the government. The emperor's popularity is given in a percentage that represents how many Annamese are currently supporting their government.

As is true in reality, events inside and outside of the leader's control will affect the level of support for her or his regime. For instance, soldiers of the Annamese army desert during the rice-planting season, and the emperor must decide how to replenish his troops without further dissent.

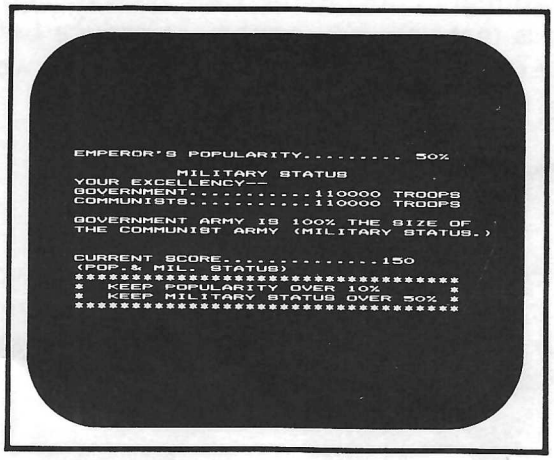






Multiple choices are presented. The player begins with a popularity of 60%. If this figure falls as low as 10%, a revolution occurs and the player loses the game.

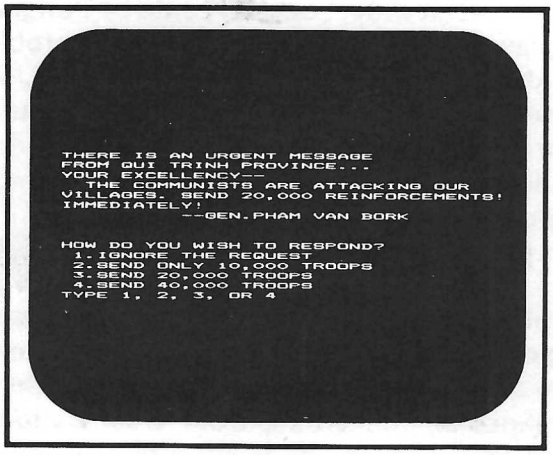
The military status is based on a percentage comparison of the number of government troops to the number of Communist troops. For example, if the government has 60,000 troops and the Communists have 80,000 troops, then the military status will be 75%. Initially, both armies have 100,000 soldiers, so the military status begins at 100%. The player must keep this figure above 50% or suffer the consequences of a Communist revolution. After each major event in the program, the emperor's status is revealed on a score page that looks like this:



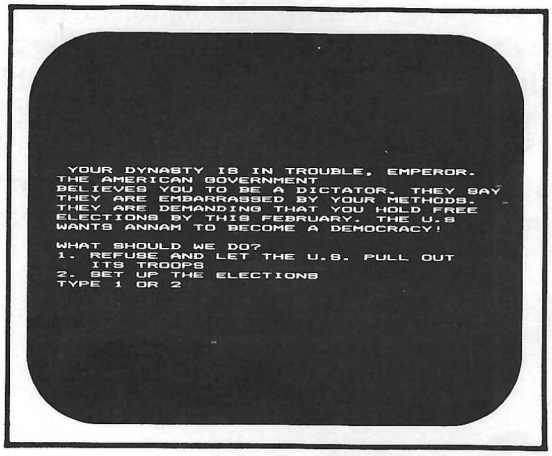
EDUCATIONAL ACTIVITIES, INC.
FREEPORT, NY 11520

This information enables the player to make decisions that will either raise his or her popularity or military status, depending on which is needed most.

A successful player will get to rule Annam for four years. During that time, difficult decisions will have to be made about such problems as handling protestors, eliminating traitors, and responding to Communist attacks:



The United States will send troops to aid the Annamese army, but, as always, there are certain complications that result from accepting foreign aid. The Americans, for example, might pressure the emperor to make Annam more democratic:



Here and elsewhere, the students learn that every political decision has its costs. The theme of ANNAM is summarized by the economists' phrase, "There is no such thing as a free lunch."

Though the primary objective in this program is to remain in power for the full four years, players are also motivated to complete the game with the highest score possible. The program keeps a record of the highest three scores earned on the disk, and it lists them (with the players' names) each time it is run.

RATIONALE

This program introduces a number of complex political phenomena in a way that is easy to understand and enjoy. Working from a model of reality, your students concentrate on the causes and effects of certain kinds of political decisions. Simulation programs involve the user in a unique way; learning takes place as the student interacts with the material in a highly individualized manner. The student "controls" much of the program and interest is stimulated in this way.

OBJECTIVES

- Fostering careful reading habits
- Stimulating interest in world affairs
- Associating cause and effect
- Understanding the trade-offs involved in political decision-making
- Seeing the problems of a Third World country from the perspective of its ruler
- Looking at U.S. aid from the perspective of a recipient country

EDUCATIONAL ACTIVITIES, INC.
FREEPORT, NY 11520

CLASSROOM TEACHING STRATEGIES

ANNAM is designed to be run by one or two persons at a time. Before you have your students run this program, you might want to explain its workings to your class. Younger students, in particular, might profit from a brief explanation of the meanings of popularity and military status as they are used in this program. After that, all students should be able to run the program without additional help.

ANNAM is best used as a stimulus for discussion. We suggest that you have all of your students play the game several times before you discuss it in class. You might even sponsor a competition to see which students achieve the highest scores. Then allow at least one class period to discuss the implications of the program.

There are a number of stimulating questions suggested by the ANNAM program. You may want to have your students write out answers to these questions prior to a class discussion:

- What are the limits of power? Why must even an authoritarian ruler worry about the popularity of his or her decisions?
- What are the necessary conditions for the creation of a stable government? Why do some developing countries have frequent revolutions and coups d'etats?
- Why do so many of the decisions in ANNAM result in trade-offs? Why is it that political problems rarely have simple, correct solutions that please everyone?
- What role should the United States play when aiding a country threatened by a Communist takeover?
- What causes people to seek a revolution? Are all revolutionaries Communist?
- What countries are currently in a plight similar to Annam's?

In addition to the discussion described there are a number of other classroom activities that could be used in conjunction with ANNAM. One possibility would be to have the entire class run the program together and discuss the consequences of each decision. This approach would enable you to emphasize some of the main themes of the program, such as the give-and-take nature of political decision-making or the relationship between a government and its citizens.

Staging a role-playing session on ANNAM would be a good idea too. Students could be designated to play certain roles and to discuss the problems of ANNAM and its relationship with the United States. Four or five of the following roles could be represented in such a session: Diem, a Buddhist leader, a peasant, a member of the Communist opposition, an American general, or the American president.

A third possibility would be to explore the meaning of simulations with your students. For example, work with them to list the strengths and weaknesses of learning from a simulation. As your discussion proceeds, stress that a simulation is meant to be only a model of reality. How does working with a model help to isolate the factors involved in political decision-making? What are the kinds of details that normally are not taken into account when simulations are produced?

An ambitious class would probably respond well to a challenge to write its own simulation. Perhaps your students would like to write an extended version of ANNAM to be played as a board game or on the computer. Or, perhaps they would like to write a simulation on the President of the United States or on some other political figure. If your class would not be able to sustain such a long project, they could at least outline one. For example, you might ask them what a simulation would be like if it were written from the point of view of an Annamese peasant.

EDUCATIONAL ACTIVITIES, INC.
FREEPORT, NY 11520

Many of your student's fathers and uncles probably fought in the Vietnam War. Toward the end of your treatment of ANNAM, would be a good time to discuss the war and its impact on the United States. An excellent way to initiate this discussion would be to read aloud the testament of William Broyles, Jr., a veteran, on the occasion of the opening of the Vietnam Veterans Memorial. Broyles's statement can be found in the November 22, 1982, issue of *Newsweek* magazine.

SUGGESTED TOPICS FOR FOLLOW-UP ACTIVITIES

ANNAM opens up a number of follow-up activities that your students could undertake. We recommend these:

1. Have a student make a time line of key events in Vietnamese history and present it to the class for discussion.
2. Have your students read about leaders who have found themselves in a situation similar to that of the emperor of Annam, e.g., Chiang Kai-shek, Fulgencio Batista, Ngo Dinh Diem, or the Shah of Iran.
3. Induce some of your students to gather more information about Communism. What are the goals of most Communist revolutionaries? What theories lay behind their efforts? What has happened in countries such as Cuba and Vietnam where the Communists have taken over?
4. The causes of wars in countries like Annam often trace back to western colonialism. You may want to have some of your students research the Western nations' scramble for colonies and report back to the class. You could ask them to find out, for example, how the French got involved in Indochina or how the United States was drawn into China's affairs.

SOURCES OF MORE INFORMATION

Cady, John F. **The History of Post-War Southeast Asia,** Athens, Ohio, Ohio University Press, 1974.

*Elegant, Robert S. **Mao vs. Chiang: The Battle of China, 1925-1949,** New York, Grosset & Dunlap, Inc., 1972.

*Fincher, E.B. **The War in Korea,** New York, Franklin Watts, 1981.

Kahin, George M. and John W. Lewis. **The United States in Vietnam,** New York, Dial Press, 1965.

LaFaber, Walter. **America, Russia, and the Cold War,** New York, John Wiley and Sons, Inc., 1967.

*Lawson, Don. **The United States in the Vietnam War,** New York, Thomas Y. Crowell, 1981.

"Storm Over El Salvador," **Newsweek** (March 16, 1981), 34-38.

"The Storm Over the Shah," @ **Time** (Dec. 10, 1979), 24-41.

Tran Van Don. **Our Endless War,** San Rafael, Calif., Presidio Press, 1961.

*suitable for less able readers

SUPPORT SERVICES

If you need immediate help with any EA microcomputer program, dial our toll free number 800-645-3739 (New York State, Alaska and Hawaii dial 516-223-4666). Ask for our CUSTOMER SERVICE DEPARTMENT.

EDUCATIONAL ACTIVITIES, INC.
FREEPORT, NY 11520

Instructions for Operating Your APPLE II® Disk Program

1. Insert the disk into the Drive. Use Drive I when two drives are present.

2. Turn on the computer and the monitor and wait until the IN USE light on the Drive goes off.

3. The program will execute and A will be displayed. If this doesn't appear, restart the procedure.

4. After the introductory remarks have been displayed, the PROGRAM MENU will appear on the screen. Select the program you wish by following the instructions on the screen. (Single program diskettes do not contain a MENU.)

5. If you would like to stop in the middle of a program, press the CTRL key and the "C" key simultaneously, then press RETURN. This will bring you back to the PROGRAM MENU.

6. To return to the introductory remarks, press the CTRL key and the RESET key simultaneously.

7. If you wish to use a different disk, place it in the Drive and press the CTRL key and the RESET key simultaneously.

The word Apple and the Apple logo are registered trademarks of Apple Computer, Inc.